

The Treasures of the Gods

A Norse myth from Scandinavia

Recommended Key Stage: KS2

Synopsis

Loki, the trickster god, sneaks into Thor's room one night and cuts off all of his wife's hair. Sif is distraught when she wakes and Thor insists that Loki replace the hair. Loki goes to the master smiths, the dwarves. The dwarves forge magnificent golden hair for Sif, but Loki sees the opportunity for more mischief. His schemes result in the creation of other magical treasure, including Thor's hammer Mjolnir, Odin's spear Gungnir, and Freyr's ship Skidbladnir.

Part 1: Share the Story

Share the audio of **The Treasures of the Gods, told by Brian McMahon** from The Story Museum website, or tell the story yourself.

Top storytelling tips:

- Learn the story beforehand so that you can be expressive and maintain eye contact with the students.
- Use actions and sound effects and encourage the students to join in.

Find one or two moments in the story to stop and ask the students to predict what is going to happen next, or how they would feel if they were the characters.

Part 2: Discuss the story

Use the questions below to begin a discussion about the story

KS2 Questions

- What did you think of the story? What did you like? What didn't you like?
- Does anyone have siblings? Are you and your sibling(s) more like Thor or Loki? Why?
- How would you describe Thor and Loki's characters? What adjectives would you use for each? Are they different?
- What advice would you give to Loki when Thor is cross with him?
- How would you distract the dwarves if you were Loki?
- Which treasure would you choose? Would you choose something else entirely?
- Are there heroes and villains in this story? Is it clear? Talk about the characters in the story and if they can be categorised.

Part 3: Play the Story

Activities	
Character presentations Write about Loki's day from his point of view – this could be in the form of diary entries. Use these as starting points for each entry: • When you cut off Sif's hair and Thor is furious... How do you feel about that? What are your reasons for doing what you did? • When you strike a deal with the dwarves and come up with a trick • When you believe you have won and that the Gods will never choose the hammer • When the hammer is chosen and you realise you have lost... what do you do then? As an extra challenge – write about the day from a different character's point of view. This could be Thor, Sif or the dwarves. Does this change the way we view the story? What would the different characters choose to write about?	Hot Seating Give the children the opportunity to pose questions to one of the characters in the story. This could be: • Thor • Loki • Sif • One of the dwarves An adult or one of the children can hot seat as the chosen character. Give the children some time to come up with their questions – these questions should help them to understand the character and their motivations, so questions like 'what is your favourite colour?' should be avoided! Here are some suggestions: • Loki – why did you cut off Sif's hair? What were you thinking when you did it? • Thor – why did you like the hammer so much?
Freeze Frame • Students work in groups of 3 or 4 and find a space in the room. • Each group should choose a scene from the story – it can be from any point, beginning, middle or end. • The groups make a freeze frame, a frozen picture, depicting the scene. For each freeze frame, select one group. One by one, each student in the group can say a sentence about what their characters might be thinking or feeling.	Conscience Alley • Divide the class into 2 groups. One group represents Loki saying yes to playing his mischievous trick; the other group represents Loki saying 'no'. • Groups discuss and prepare reasons to support their side of the argument. • The two groups form two lines, facing each other, forming an 'alley.' • One student plays the part of Loki. They walk slowly down the alley. As they pass, each student speaks, trying to convince Loki. For example: - Say 'yes' team: 'It will be so funny, everyone will laugh.' - Say 'no' team: 'This is a cruel trick; Sif will be very upset.' When Loki reaches the end of the alley, they can say which argument was more persuasive.

Part 4: Story Stimulus

Activities	
Creative challenge: Draw the story as a comic strip instead. - Students take a piece of paper and make 9 panels. - Students try to tell the story of Treasures of the Gods from beginning to end in just those 9 panels. - Plan what will happen in each panel before you start to draw it, so you don't use too many or too few. - Use words and pictures in each. Create sound effects, and speech/ thought bubbles to show what the characters are saying and thinking. - When drawing, make sure you show how characters feel throughout. Show Thor furious with Loki, and Loki's mischievous thoughts as he darts around as a fly.	What if...? In groups, pairs or independently, make a change to the story and decide what would happen instead. Think carefully about what change you would like to make – here are some suggestions to get you thinking: - What if Loki had been framed? - What if Thor had gone to the dwarves instead? - What if Loki hadn't been able to distract the dwarves? - What if the Gods didn't like any of the treasures? - What if Loki had been given a treasure as well? Present your changed myth – this could be a written story or a performance with a narrator and actors.
Create a Viking Treasure Fit for the Gods Design, draw or make your own treasure for the Gods. Look carefully at pictures of real and copied Viking treasures – often these objects told stories, with intricate designs, sometimes featuring animals and mythical creatures. What story will you tell through your treasure? See Resource A for examples of real Viking treasures.	
Create Thor's next adventure There are many stories about Thor and Loki – come up with their next adventure. Thor is usually the hero of the stories, who fights everything he comes up against, and Loki is the sly trickster. Will you keep these roles in your story? Or will you mix things up?	

Part 5: Taking it Further

Similar Stories

How Thor Lost His Hammer (or How Thor Got His Stolen Hammer Back)

Thor and Utgard Loki

Zeus and The Poplar

Daedulus and Icarus

Wider Curriculum Links

PSHE

- *to recognise reasons for rules and laws; consequences of not adhering to rules and laws*
- *about everyday things that affect feelings and the importance of expressing feelings*

Resource A - Viking treasures



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